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PROCEEDING

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THE AEC CHALLENGES AND THE CURRICULUM CHANGES IN INDONESIA: GUIDANCE AND COUNSELING PERSPECTIVE

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ABSTRACT

Education especially in terms of the educational system affects the efforts to overcome the problem of unemployment. The Indonesian unemployment rate based on Human Development Index reached its highest number which is up to 7.24 million people. Research showed that the higher the education quality is, the better the quality of human resources will be. The problems of education in Indonesia lie on the educational system, curriculum, and not targeted graduates. Those become the main problems in resulting the increasing unemployment rate in Indonesia. Meanwhile, the AEC (ASEAN Economic Community) soon will be implemented in Indonesia. Increasing the quality of the human resources becomes the main objective of the government to deal with the ASEAN free trade. Curriculum is the document or the blue print of the education quality which must be possessed by the student and also becomes the reference in the implementation of national education. The curriculum changes that happens is not an excuse for the less optimal implementation of the Indonesian education. The 2013 Curriculum in Indonesia is based on the IQF (KKNI) in which it becomes the basis of the educational rules that will be the ideal way to confront with the 2015 AEC. On the other side, the guidance and counseling field which based on the IQF (KKNI) has the major influence to increase and succeed the human resources that will be able to compete in the global market and to be the front pillar of understanding and application in preparing the most qualified human resources.

Keywords: AEC 2015, Curriculum, guidance, counseling

INTRODUCTION

Indonesia is a big country possessing enormous natural resources and is populated by 250 millions of people. Unfortunately, the enormous number of population is not in line with the capability to recruit manpower. A total of 15 million people of the productive age is still unemployed. Cited from (<http://nasional.kontan.co.id/news/724-juta-orang-indonesia-adalah-pengangguran>) accessed on Wednesday, December 31st, 2014 at 16: 25 pm, it is shown that throughout February up to August 2014, the number of unemployment in Indonesia increased for 0.09 million people which is from 7.15 million to 7.24 million people. This number is predicted to increase as the economic growth got slowed at 5.01%. The employment in February 2013 was still dominated by low-educated working population, i.e. Elementary School, 54.6 million people

(47.90%). The highly educated working population is only 11.2 million people, covers 3.2 million people (2.82%) graduate from diploma and about 8.0 million people (6.96%) graduate from university. This is a big challenge for Indonesia to face the 2015 AEC ASEAN Economic Community which will be effective on January 1, 2016.

To be able to compete in the free market era, government is trying hard to adjust the vision, mission, goals, and strategies to fit the needs and it is no longer left behind. The adjustment done by the government directly changes the macro and micro system including the educational system. Our national education system is constantly evolving according to the needs and developments both the local, national, and global need.

The educational system is in fact becoming the source of the problem; the change of government also results the change of policy. When Joko Widodo was elected as the 7th president of Indonesia; there has been a wide range of reforms in the Ministries, including the Ministry of Education. It becomes such a problem when new regulation is applied replacing the existing one. Related to curriculum, in 2013 the Ministry of Education and Culture implemented new curriculum, known as the 2013 Curriculum which gains various opinions from the public and activists. There are pros and cons related to the implementation of the new curriculum. Moreover, there are many obstacles, especially the education devices that are not yet ready. The new government ruled by Joko Widodo sets a new rule related to the new 2013 Curriculum, for schools and other educational institutions that have not been able to apply the 2013 Curriculum are asked to return to the 2006 Curriculum (KTSP). This regulation emerged such a polemic among society because of very much cost and training had been done by the previous government in implementing the 2013 Curriculum.

Curriculum is one of the important components of the educational system that should also be adjusted, considering that curriculum is an educational component used as a reference by educational units, either by managers and providers of education, in this case the teachers and principals. Curriculum implementation depends on several aspects, namely teachers or educators, the development of the book, students, development of leadership management, administrative and cultural systems as well as assistance in the form of monitoring. (Pusburbuk, 2012). Dealing with these issues, all elements of the Indonesian society must work harder to solve it. The Ministry of National Education formulates the counselor profession in the structure of professional counselor education of guidance and counseling service on the fundamental aspects that will influence the education, especially to confront the 2015 AEC.

THE 2015 ASEAN ECONOMIC COMMUNITY

The 2015 ASEAN Economic Community (AEC) is a regional community that consists of several countries in Southeast Asia established on August 8, 1967. In the first place, the cooperation between ASEAN countries is limited in certain sectors, but through the 2015 AEC the cooperation among the ASEAN is to extend into several sectors. The community among the ASEAN countries has three kinds of blueprint, namely the ASEAN Economic Community, the ASEAN Political-Security Community and the ASEAN Socio-Cultural Community. The ASEAN Economic Community (AEC) in this case supports the establishment of the ASEAN free trade area. However, the existence of the 2015 leads into anxiety or worry among the Indonesia entrepreneurs and economists.

ASEAN Political-Security Community (AP-SC), in this case the government and the related stakeholders actively maintain peace and security within the community.

The role of the society in maintaining peace and security is very important, which is actively maintaining the security and comfort of the environment.

In terms of education, especially guidance and counseling, all of the ASEAN Communities are, directly or indirectly, either affecting or affected each other at the same time. It is revealed in Bali declaration below:

"The Bali Summit in October 2003, ASEAN Leaders declared that the ASEAN Economic Community (AEC), the ASEAN Security Community and the ASEAN Socio-Cultural Community are the integral pillars of the envisaged ASEAN Community. All the three pillars are expected to work in tandem in establishing the ASEAN Community in 2020" (EAC, 2008)

On the other words, the education in Indonesia, particularly guidance and counseling, does not merely face one of the blueprint above, but all of those three blueprint simultaneously. According to Muhammad Subarkah (2014) this blueprint announce that the services such as engineers, doctors, dentists, nurses, tourism officers, accountants, survey experts, and architects can be penetrated regardless of the nation border. Therefore, the improvement of Indonesian human resource quality is the core business of education.

The further effect of the AEC implementation demands openly manpower competition which triggers the emergence of unemployment that allegedly arises because of the low quality of manpower. To answers the problems of manpower quality, the Ministry of Education through the Directorate of Higher Education, supported by the idea of the Directorate of the Instructor and Coaching Expert of the Ministry of Manpower and Transmigration has successfully arrange a national qualification framework called *Kerangka Kualifikasi Nasional Indonesia (KKNI)* or Indonesia Qualification Framework (IQF) (Dirjen Dikti, 2010: 7). IQF is the strategy used the government to face the 2015AEC. However, along with the changes of government in Indonesia, the curriculum in Indonesia changes as well.

CURRICULUM

It is important to understand the nature of curriculum first prior to the discussion of the current curriculum, the 2013 Curriculum. According to the Governmental Regulation of the Republic of Indonesia No. 19 Year 2005 on National Education Standards point 13 states that the curriculum is a set of plans and arrangements regarding the purpose, content, and teaching materials and methods used to guide the implementation of learning activities to achieve particular goals. In point 14, it is stated that the basic framework of the curriculum is a set of signs set in the governmental regulations used as a guide in codifying school-based curriculum and syllabus and in point 15, it stated that school based curriculum (KTSP) is an operational curriculum made up and implemented in each educational unit.

The Ministry of Education and Culture (2012: 2) defines pedagogical curriculum as educational plans providing opportunities for learners to develop their self-potential in a fun learning environment and in accordance with their ability to have the quality required by society and nation"

Meanwhile, according to Muchtadi (2009: 12) in his paper titled *Konsepsi Kurikulum*, the definition of curriculum is derived from the term "*curere*" (run) and "*curier*" (courier), so that it is often defined as the distance that must be traveled. Generally, there are two definitions of curriculum namely the old perspective and the current perspective. According to the old perspective, a number of subjects must be

taken by students to earn a diploma and to master the whole learning materials as the implications of learning, and to do teacher centered curriculum. While the current perspective believes the curriculum is a document or a written plan regarding the quality of education that should be owned by the students through learning experience. It means that curriculum is a set of plans and setting on the learning objectives, contents, teaching materials and methods used to guide the learning activities to achieve specific educational goals.

The 2013 Curriculum leads to learning using scientific approach that consists of observing activity (to identify the things that want or need to know), asking or formulating questions (formulating hypotheses), gathering information through variety of reasoning/associate technique, analyzing data/information, drawing conclusion and communicating answer/conclusion. The curriculum change from the 2006 Curriculum (KTSP) to the 2013 Curriculum arouse some pros and cons. Many people said that the 2013 Curriculum has not been well prepared and also there is no study to evaluate the effectiveness or failure of the school-based curriculum or *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. That's why the change of government affects the implementation of the 2013 Curriculum that for the schools that have not been able to apply the 2013 Curriculum better return to the 2006 Curriculum after a series of training for teachers done by the former government related to the new curriculum implementation.

Overall, it can be said that the concept described in the 2013 Curriculum is better and focused more than the 2006 Curriculum. It is due to in the 2013 Curriculum, teachers are required not only to convey the material but also to teach positive values to build the character of the learners, where each school is allowed to codify it according to the students' ability standard and refer to the vision and mission of each school. The 2006 Curriculum has not been able to describe the attitudes that should be developed by the students, because the competencies required for the development of the characters are not accommodated and also specified where the capacity of each school is different. The 2013 Curriculum is more sensitive and responsive to the social changes that occur at the local, national and global range. Though the 2013 Curriculum better emphasizes on the character development, it is still lack of evaluation.

As stated in Appendix I No. 81 the Education and Culture Minister's Regulation (*Permendikbud*) A 2013 in chapter V C, it is mentioned that in terms of the setting of learning load, schools have right to determine whether it is going to use package system or credit system. To get credit system, teachers are required to be able to compose their own module, so that school stakeholders can facilitate the diversity of students' learning speed as demanded in the Education and Culture Minister's Regulation (*Permendikbud*) No. 81 a year 2013. Preparing teachers' readiness is actually more important than questioning at school-based curriculum (KTSP) and the 2013 Curriculum due to the 2013 Curriculum aims at encouraging students to be able to perform better in doing observation, asking question, and communicating (presenting) on what have been learned after getting learning materials.

Teachers should emphasize on technological approach or technological approach based curriculum design and Peto philosophy of education, two areas of science that are removed from Primary School Teacher Education and Faculty of Teacher Training and Education, so that the teachers directly learn the nature of curriculum, not merely the variants of curriculum such as Competence Based Curriculum (KBK), School Based Curriculum (KTSP), Reflective Educational Paradigm (PPR), Character Based Syllabus, the 2013 Curriculum, and credit system as well. The teachers also learn the

philosophy of education and classroom management, so that they are ready to go forward to meet credit system (ready to compete with international schools). It is necessary to prepare the teacher to face the 2015 AEC, where the education sector will be opened to foreign capital and foreign teachers, so the teachers will not merely concern too much on curriculum training that is always changing, that could eliminate the orientation of teaching and learning in the classroom. The era of ASEAN free trade or ASEAN Economic Community should be welcomed by the educational sector by becoming a professional teacher with a high understanding of technology. As discussed previously, the Indonesian government through in the Ministry of Manpower and Transmigration, has compiled a national qualification framework called *Kerangka Kualifikasi Nasional Indonesia* (KKNI) or Indonesian Qualification Framework (IQF).

According to Prasetyo Zuhdan (2014: 8), by the existence of IQF, it is expected that all Indonesian universities are able to have adaptation so as to produce graduates who have in line learning outcomes with what required by stakeholders or the employers in both domestic and foreign range. The Indonesian Qualification Framework (IQF) is actually created to cope with the ASEAN Economic Community.

Teacher professionalism currently still varies widely. It is proven by several studies such as the one that was conducted by Suparwoto (in Praseyo Zuhadan, 2014: 8) on the performance of science teachers of primary school, junior high school, and senior high school after certification program which shows that senior high school teachers' professional competence aspect is the most prominent one, followed by primary school and junior high school teachers. Meanwhile, the pedagogic, personality, and social aspects of primary school and junior high school teachers are the most prominent ones, then it is followed by the science teachers of senior high schools. Aspects related to performance indicate more on teachers' procedural activities, while the ones related to creativity development have not been that prominent among the science teachers of primary school, junior high school, and senior high school teachers.

It is also supported by national data on qualified teachers at senior high school level in 2009/2010. It showed that the percentage of qualified teachers in any regions of Indonesia still highly varied, with the percentage of 86.67%-63.97% (Suparwoto, et al 2010: 93). This indicates that teacher competency in several regions of Indonesia are not the same. Therefore, it is necessary to develop IQF for Faculty of Teacher Training and Education which includes guidance and counseling, initiated with graduates' good learning outcomes of the department in some universities or *Lembaga Penghasil Tenaga Kependidikan (LPTK)* or Teacher Education Institutions in Indonesia and teacher performance study.

According to Prasetyo, Zuhdan (2014: 9), Indonesian Qualification Framework (IQF) is the framework of competence qualification scaffolding that can parallelize, group, equalize, and integrate between education sector, job training in several senior high schools in Indonesia and work experiences. Then, those things are compared in order to give work competence recognition, in accordance with the structure of jobs in different sectors. IQF becomes reference in inserting the Standard of Indonesian Qualification Framework into qualification level. The compiling of the Standard of the Indonesian Qualification Framework into qualification level in IQF is very important for the purpose of parallelizing or equalizing the qualification between recognition and educational degree or employment level. In addition, the compiling of the Standard of IQF into IQF is also important for the purpose of cooperation on mutual recognition of qualifications with other countries bilaterally as well as multilaterally. Dealing with the

ideology and cultures of Indonesia, then the implementation of national education system and job training system done in Indonesia on any level of qualification cover the process that develop affection that is as follows:

1. Pious to God Almighty
2. Have moral, ethics and good personality in completing the duty
3. Acts as a citizen who is proud of and love for the motherland and support world peace
4. Able to work together and have a social sensibility and a high concern for people and the environment
5. Appreciate cultural diversity, views, beliefs, and religion as well as opinion/original findings of others
6. Uphold law enforcement and has a passion for giving priority to the interests of the nation as well as the public at large.

The role of guidance and counseling teachers is very huge in developing teachers' affection in order that students have a strong mental power and high competitiveness through service application, either in classical, group or individual service emerging special images which are comfortable and being a good role model.

In the IQF, The level 6 qualification descriptors of human resource, such as on a bachelor degree of physic education or other bachelor degrees (S1) and Diploma-4 are:

1. Being able to take advantage of science and technology on his expertise and being able to adapt to the situation faced in resolving the problem:
 - 1) Mastering pedagogic field of guidance and counseling theory, being able to do planning, management, service implementation, evaluation, and development of life skill oriented service.
 - 2) Actively mastering the use of science and technology based source and media of service to support the implementation of guidance and counseling services
 - 3) Being able to plan and manage the resource in organizing classical service, school service, and other educational institution service responsibly, and evaluating the activities comprehensively
2. Mastering the theoretical concepts of guidance and counseling as well as the concept of the supporting science, and being able to formulate the solution of procedural problems:
 - 1) Mastering the concepts, principles of education and guidance and counseling
 - 2) Being able to solve the obstructions of service procedurally through a variety of approaches
 - 3) Having theoretical concept, planning and management principle, and skill in implementing, evaluating, and developing life-skill oriented guidance and counseling service
3. Being able to take right decision based on the analysis of information and data, and being able to provide guidance in selecting various alternative solutions both independently and collectively:
 - 1) Being able to take strategic decision based on the analysis of information and data in educational field as well as in assessment that has been used, giving advice to peers and informing it to public properly
 - 2) Being able to conduct research that can be used in providing instructions to choose a different alternative problem solving either in education or guidance and counseling.

4. Being responsible on his own work and may be given the responsibility for the *achievement of the organization's progress*:

- 1) Being responsible on his own work and may be given the responsibility for the achievement of the organization progress in guidance and counseling and school (organization) progress.

As the embodiment of quality and identity of Indonesia in the national education system, the national job training system and national competence recognition system, presented in IQF are intended to be guidelines to:

- 1) Determine the qualification of learning achievement acquired through formal, non-formal and informal education, training or work experience;
- 2) Equalize the qualification between service achievements gained through formal, non-formal, and informal education, training or work experience;
- 3) Develop method and system of qualification recognition of human resources from other countries who are going to work in Indonesia.

Every level of qualifications in IQF (KKNI) is conceptually conceived by four main parameters, namely (a) job skills, (b) the scope of science/knowledge, (c) the method and level of ability in applying knowledge and (d) managerial competency (Director General of Higher Education, 2010: 18). The four parameters included in each level are ordered in a descriptive form which is so-called IQF Descriptors (*Deskriptor KKNI*). The internalization and accumulation of these four parameters are achieved through a structured educational process or through work experience called learning achievement.

According to Director General of Higher Education (2010: 19) in Prasetyo (2014: 10), it is asserted that each IQF descriptor of the same qualification level consists of scientific elements, knowledge elements, expertise (know-how) elements, and varied skills. Particular learning achievement of the educational process may have a more prominent skill elements than its scientific elements, but it is still rewarded with the equal qualification recognition. Thus, the higher the qualification level is, the more scientific the IQF descriptors will be. In contrast, the lower the qualification level is, the more skill mastery emphasized the descriptors will be. Therefore, the emergence of the 2013 Curriculum is a form of anticipation and answer in facing the 2015 AEC.

CONCLUSION

Therefore IQF (KKNI) is used by the Ministry of Culture and Education (*Kemendikbud*) as the base of curriculum development among the universities in Indonesia. As stated by the Ministry of Culture and Education (2014) that the license to establish study program requires the capacity to produce graduates who fulfill the IQF-based standard (*SK Kemendikbud RI, 2014*). Thus, it is no need to so much worry in facing the 2015 AEC (MEA 2015) as long as Indonesia is able to prepare competitive human resources through two curricula in Indonesia, namely the 2013 Curriculum and the 2006 Curriculum or School-based curriculum (KTSP) that match with the condition of educational institutions and keep referring to IQF (KKNI) applied in all universities including in guidance and counseling department which will be in the forefront of understanding and application to prepare it.

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